

Parental Expectations And Its Relation To Academic Anxiety Among Senior Secondary School Students

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Abstract

The study attempts to examine the role of parental expectation on students academic anxiety. Parents excessive concern about how the world would perceive their children on one hand and to live up to the expectations on the other create perpetual tension and anxiety among children. 1200 questionnaires were given out to the students who make up the study's sample in 57 (15%) of the schools. Regression, ANOVA and other descriptive statistics were used for analysis of results. Results revealed how much parents anticipate their children to succeed academically are strongly correlated with their own educational achievements.

Index Terms: parental expectation, students, academic anxiety

Introduction: Our learning evolves through personal experience, which has no restrictions and helps us to become aware of the world around us. To truly live life to the fullest; we must be well-educated and knowledgeable about our surroundings. Education enables us to become the finest and most complete version of ourselves, as well as to become self-aware and mindful of the entire world. It is not limited to formal classrooms and knowledge from books, but goes far beyond what we can read in a textbook. Education may sound like a sophisticated technical phrase; it really refers to everything we learn on a daily basis in a variety of ways, whether from people around us, newspapers, experiences, research or formal classrooms. In today's society, a good education is viewed as vital for social acceptance, as it allows an individual to become a more productive part of society while also allowing them to become self-sufficient and self-confident. However, the society in which we live places a larger value on academic excellence, and individuals who fall short of these standards frequently suffer harsh criticism, which makes them doubt their skills and intelligence. Parents frequently generalize what success and excellence look like depending on how their children are doing, so they continue to push the boundaries, which eventually causes academic anxiety. This placed a great deal of strain on the children, which not only impeded their development and learning but also caused increased worry and anxiety.

Numerous studies concentrate on subjective reality and students' comprehension of their parents' expectations for their own school-related academic success based on students' views of parental expectations. Positive, yet reasonable expectations and goals for their children can be shaped by their parents' support, attention, and reaction to what is happening in their lives, as well as the supply of information and experiences that encourage development for their children. (Alexander et al., 1988; Walberg, 1979; Scott- Jones 1984). Children feel stress

when they realize they have not met their parents' expectations and aspirations because achieving academic success is considered as a moral duty that connects to family pride and the repercussions of poor performance are not personal but rather familial. (Yu and Chen, 2001; Xing et al., 2005). The primary causes of kids' academic-related stress are exams, examinations, extensive types of homework, inadequate work, time limits, strong rigorous competition with other students, and expectations from parents and teachers. (Buirnett & Fanshawe, 1997; Gu, 1999).

There are several things that can cause academic anxiety and sometimes we have no control over them. Cornell University (2015) conducted study that with focuses on the four aspects of academic anxiety. The first one is classified as worry. Worry is more than just having a nagging feeling of unease in the back of your mind; it's a collection of debilitating ideas that can make it difficult for you to finish tasks, maintain concentration and be motivated. These can be self-demeaning or worrying about the repercussions of failing to meet academic objectives. Emotionality is the second element. The physical or biological symptoms that arise when one experiences academic worry are the subject of emotionality. This includes a faster heartbeat, tightened muscles, and sweaty hands. The third element recognizes task-generated interference. This includes actions that are connected to the current work and may obstruct successful completion. When taking an exam, task-generated distraction habits include frequently rereading a question out of doubt or checking the time constantly. Inadequate study skills make up the final component. These are the issues that could result from study strategies like last-minute cramming or poor note-taking abilities, which can cause academic anxiety. These four elements stress things that might be avoidable, yet a substantial portion of it is beyond our control. Even if we take excellent notes and prepare for exams months in advance, the overwhelming feeling can occasionally appear and the overall progress may appear to be stalling.

When we discuss academic anxiety, we are not referring to the normal, healthy levels of anxiety that should be present in schools. Instead, we're discussing a level of worry that has an impact on students' overall quality of life as well as their academic achievement. Every student experiences worry while attending school at some point, but for others, anxiety can impede academic performance or learning. It has been noted that students who frequently experience test anxiety display poor study habits, unfavorable attitude toward academic work, and ineffective test-taking techniques (Topman et al., 1984). Moreover, students are under a lot of pressure because of their desire for excellent achievement, which can lead to academic anxiety (Pandey and Ahmad, 2008). The high expectations of the parents, the social expectations, the fear of social rejection, academic workload, lack of resources, lack enthusiasm, poor academic performance over time, crammed classrooms, and the uncertainty of finding employment after graduating from college (Agolla & Ongori, 2009). All of these elements, including peer aspiration and peer pressure, can contribute to anxiety in academic settings. Thus, academic anxiety refers to stress, dread, anxiety connected with academic related contexts or tasks. Assignments, courses (math, literature and science), exams, social pressures relating to education (parents, peers) or simply feeling apprehensive about studying or working in groups should be some examples of academic anxiety. Children

social, behavioral, and academic success are all negatively impacted by anxiety (Essau et al., 2000). The effects of school avoidance, a decline in problem-solving skills and lower academic success have also been reported (McLoone et al., 2006; Rapee et al., 2005; Spence et al., 2000) Poor social and coping skills frequently result in social contact avoidance (Albano et al., 2003; Weeks et al., 2009) low self-esteem, fear of social rejection, loneliness and trouble making friends (Bokhorst et al., 2001) are among other specific effects.

Rationale of the study

All students are entitled to acquire education in a more conducive environment. However, the standard and quality of education are evaluated based on the academic performance. Academic success and earning a name for oneself in society are top priorities. Adolescents are continually pressurized by parents and teachers to achieve excellent grades and make good career choices. The immense need and desire to achieve high academically on the one hand and to live up to expectations on the other, creates a scenario of perpetual stress and anxiety among students. Parental support and a positive school environment are critical at this point; positive and healthy environments at home and school can shape an individual's personality, whereas unfavorable environments can impact their overall personality. Researchers have found that excessive parental expectations induce discomfort and may impede drive to perform (Strom & Boster, 2007) and may be a significant cause of behavioral issues and psychological disorders such as greater academic anxiety in children.

Objectives

1. To assess difference in parental expectations of senior secondary school students with reference to parents education level.
2. To assess difference in academic anxiety of senior secondary school students with reference to parents education level.
3. To study the impact of parental expectations on academic anxiety .

Hypotheses

H₀₁: There is no significant difference in parental expectations of students with reference to parents' education level.

H₀₂: There is no significant difference in academic anxiety of students with reference to parents' education level.

H₀₃: There is no significant impact of parents' expectations on academic anxiety.

Methodology

The study fall within the descriptive realm. A student from Class 11th and 12th of Kashmir division constitutes the population. Students were approached personally at their respective institutes during Aug- 2022 to Dec - 2022. Parental education level (Below 10th, 10th/12th/Diploma, Graduate & Above) was taken as demographic variables.

Sample

Presently, 378 senior secondary schools are functional in the valley out of which 15% were selected using systematic random sampling technique, yielding of 57 schools. From 1200 distributed questionnaires 800 were retained and others were excluded due to data screening.

Tools used

Sasikala and Karunanidhi (2011) inventory included 30 items with four dimensions is used to assess the parental expectations of the students and Academic anxiety was assessed by Sharma and Shakir (2019) scale, comprises of 6 dimensions with 48 items.

Statistical Analysis and Discussion

To evaluate parental expectations and academic anxiety across three demographic variables, ANOVA was operated by using SPSS 23 and Dennett's T3(post hoc) comparison was selected to check parents' education level between groups.

Education	M	S. D	Homogeneitytest of Variances		ANOVA	
			Levene Statistics	Sig	F	Sig
Below 10 th	3.886	1.23	5.998	.003	8.443	.000*
10 th /12 th /Diploma	4.489	1.18				
Graduate & Above	4.778	1.12				

Education	Comparison	Mean Difference	Std. Error	P
Below 10 th	10 th /12 th /Diploma	-.26548	.15234	.290
	Graduate & Above	-.98234	.18760	.000*
10 th /12 th /Diploma	Below 10 th	-.26548	.15234	.290
	Graduate & Above	-.66265	.14567	.000*
Graduate & Above	Below 10 th	-.98234	.18760	.000*
	10 th /12 th /Diploma	-.66265	.14567	.000*

The ANOVA results outline significant difference in the parental expectation of students with reference to parents education level ($F = 8.443$, $p < 0.001$). The mean differences were significant at the 0.05 level. Since, the Levene Statistic is significant, the equal variance was not assumed. In order to check education levels between groups post hoc Dennett's T3 comparison was selected. The test outline that the mean score of below 10th ($M = 3.886$, $SD = 1.23$) differ significantly from graduate & above ($M = 4.778$, $SD = 1.12$). 10th/12th/diploma ($M = 4.489$, $SD = 1.18$) differ significantly from graduate & above. However, no significant differences in education were detected between below 10th and 10th/12th/diploma (Table 4.18). Hence, **H₀₁₃** parental expectations would not differ significantly on parents' education is rejected .

Highly educated parents discern high expectations from their children than parents with inadequate education. Parents educational attainment is a strong predictor of the expectations they kept on their children educational attainment. With more of education, parents likely tend to hold higher academic and professional expectations and take part in curricular activities (De Civita et al., 2004, Hossler & Stage, 1992). Parents with low education level like expect their children to achieve less education (Raty, 2006). Parents who have lower educational accomplishments and negative self feelings may lead to decreased motivation towards children's academic performance because they feel they themselves couldn't do any better in education and expect their children not to continue with their education (Kaplan & Kaplan, 2001).

Education	M	S. D	Homogeneity of Variances		ANOVA	
			Levene Statistic	Sig	F	Sig
Below 10 th	4.088	1.24	7.798	.030	6.743	.000*
10 th /12 th /Diploma	3.889	1.21				
Graduate & Above	3.513	1.26				

Education	Comparison	Mean Difference	Std. Error	P
Below 10 th	10 th /12 th /Diploma	-.86674	.18990	.000*
	Graduate & Above	-.36234	.15678	.270
10 th /12 th /Diploma	Below 10 th	-.86674	.18990	.000*
	Graduate & Above	-.65998	.13345	.000*
Graduate & Above	Below 10 th	-.36234	.15678	.270
	10 th /12 th /Diploma	-.65998	.13345	.000*

The ANOVA test outline significant disparity in the academic anxiety of students with reference to parents education level ($F = 6.743$, $p < 0.001$). The mean differences were significant at the 0.05 level. Since, the Levene Statistic is significant, the equal variance was not assumed. In order to check parents' education level between groups post hoc Dennett's T3 comparison was selected. The test outline that the mean score of below 10th ($M = 4.088$, $SD = 1.24$) differ significantly from 10th/12th/diploma ($M = 3.889$, $SD = 1.21$). 10th/12th/diploma differ significantly from graduate & above ($M = 3.513$, $SD = 1.26$). However, no significant differences were detected between below 10th and graduate & above (Table 4.20). Hence, **H₀₁₄** academic anxiety would not differ significantly on parents' education is rejected .

Students whose parents had low level of education i.e. below 10th report high academic anxiety. Patel & Kleinman (2003) found compatible association between common mental disorders and low levels of education. With no access to education and inadequate knowledge on how to guide their wards aggravate or increase students' academic anxiety. Furthermore, parents self doubts about their abilities and intelligence, emerging competition and negative attitude towards education system prove one of the causes of psychiatric problems among secondary students (Deb et al ., 2014). On the other hand, Parents with higher qualification guide their children in a right direction and are fully aware about demands and challenges of education. Being better educated is connected to healthy development of the child. Parents possessing higher education believe education is a virtue to harness once competencies and are able to understand complexities associated with it. They try to provide all possible facilities for quality education and are involved in academic related activities (Madhavi, 2016; Das, 2001; Li et al., 2014).

Hypothesis	Regression Weights	Beta Coefficient (β)	R ²	F	p-value	Hypothesis supported
H ₃	PE→AA	.543	.446	73.399	.000	NO

Note: * $p < 0.001$ PE: Parental Expectations, AA: Academic Anxiety

The dependent variable (academic anxiety) was regressed on predicting variables of parental expectations. The independent variables parental expectations significantly predict scholastic achievement, $F(2, 192) = 73.399$, $p < .001$, indicates that the parental expectations has a significant impact on academic anxiety. Moreover the $R^2 = 0.446$ depicts that the model explain 44.6% of the variances in academic anxiety. Hence, **H₀₃** parental expectations would not influence academic anxiety of students are rejected.

Conclusion

1. Parents' educational accomplishments are a strong predictor of how much they expect their children to achieve academically. In comparison to uneducated parents, parents with formal education place a greater emphasis on education for their children. Parents with a low level of illiteracy may be unable to assist their children with their educational needs. Parents could be educated and involved in their children's educational activities through awareness campaigns.
2. Students are constantly pushed to their limits in order to maintain their reputation and to meet the expectations of their parents, which increases stress and anxiety. It is critical to take the issues of parents' expectations and its contribution to academic stress. If a student is witnessing fear or furious anxiety, parents should give the time to talk and address the concerns. Moreover, awareness programmes and parental counseling should be provided to understand academic-related stress and problems associated with it.
3. It was discovered that the majority of parents set unrealistic developmental goals for their children, which contributes to stress and depression. School administrators along with NGOs should organize personality assessment tests for students which will help teachers as well as parents in developing realistic approaches to their children's growth and psychological well-being.

Limitations and Future Research Directions

- The data for the study was collected solely in Kashmir; future studies could focus on cross-cultural settings to improve its generalizability.
- Research could also be conducted to investigate other variables in mediating the direction and relationship between parental expectations and academic anxiety, as well as how it influences overall academic progress.
- The study was conducted on senior secondary school students; a similar study could be conducted on elementary, secondary and higher school students.

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